

THE ROLE OF ENGLISH IN TEACHING STUDENTS AT THIRD-GENERATION MEDICAL UNIVERSITIES

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Introduction. Professor Johan Wissema, the author of University 3.0, gave nine characteristics of a modern university, pointing out in the seventh characteristic that it is vital for everyone at the university to speak English so that if one comes, for example, to Barcelona, he/she will not be able to communicate with the professors without knowing English. This specific feature differentiates the given model from the second-generation universities, which were greatly nationalized whereby all spoke their own languages after Latin had ceased to be used as a common language of the academic community. The boundaries between different universities are now being dissolved, and this is mainly because people are increasingly using English [1].

Materials. The object of the study is the students of the Stomatology Faculty of Vinnitsia National Pirogov Memorial Medical University. The subject of the study is the educational process at the Department of Prosthetic Stomatology of this university.

Results. One of the functions of a new generation medical university is to develop formats suitable for teaching prosthetic stomatology students in English. The leading role in this process is given to preparing special test assignments of different levels of complexity for stomatology students of the second, third, fourth, and fifth years of study, which can be used in the following courses: "Introduction to Prosthetic Stomatology", "Basic Technologies of Manufacturing Dentures", "Nursing Practice", "Dental Implantology", etc. Students' initial level of knowledge is tested with the help of a special program through a variety of test tasks: multiple choice exercises when the test taker should choose the correct answer from the five suggested ones (for example, when studying the course "Dental Implantology"); exercises with alternative answers, when the student chooses the "yes-no" answer from the offered options (in the course "Introduction to Prosthetic Stomatology"); putting the answers in a logical sequence (in the course "Basic Technologies of Preparing Dentures"). The program allows updating materials in a timely manner by adding, for example, assignments from the licensed exam "KROK 2 Stomatology" of the Testing Center of the Ministry of Health of Ukraine (original tests in English, test assignments in Ukrainian and Russian translated into English) and arranging them in blocks based on the educational goals. Second-year students mostly solve tasks on the biomechanics of the dentofacial apparatus, materials science, etc. For senior students, the test tasks are aimed at studying removable and fixed prosthetics, dental implantology, etc. The program also allows level testing of students. Preparing the necessary base of questions and expected answers by subject blocks (15-20 questions in each block of assignments) for random choice by the computer, the teacher creates a sufficient number of test variants. All students receive their own variants of the test, the time for which is limited. The time limit is introduced to minimize the students' ability to cheat, with the final test usually being performed in a computer room.

The students learn the result of the test as soon as it is completed. In addition to electronic textbooks, paper tests have not lost their significance as an important stage of preparation for the licensed exam "KROK 2 Stomatology".

Discussion. Globalization has had a strong impact on all spheres of public life, including the importance and role of universities in it. English has become a universal language for communication and information search. It promotes academic mobility among students, making studying outside the home country a norm [2]. Thanks to the knowledge of English, academic mobility is increasing among teachers of higher education institutions, including medical universities. All this contributes to growing competition among universities. In Europe, competition between them is further exacerbated by the mutual recognition of bachelor's and master's degrees from other universities required by the Bologna Process. Despite the promising development of computer technology in modern higher education institutions, in our opinion, online education cannot completely replace the generally accepted student-teacher (mentor) education at medical universities, but it can serve as an alternative to teaching some courses.

Conclusions. Hence, the role of a foreign language for specific purposes, in particular in the training of future doctors of various specialties, should relate to general and particular issues of the formation of linguistic and professional competences of future specialists.

Literature

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INNOVATIVE METHODS OF TEACHING of THE DISCIPLINE "GENERAL SURGERY"

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Surgery, like other clinical specialties, is characterized by the fact that a patient is the direct object of the doctor's professional activity. In this regard, a dilemma arises: on the one hand, student training should always be carried out on the patient, but on the other hand, it is not ethical to train an unprepared student on real patients. This issue is urgent and of great value for teachers of the Department of General Surgery. Without the foundations laid down at the Department of General Surgery, the study of all subsequent disciplines is impossible. It must be remembered that the doctor in his future activities will not only deal with the examination and treatment of patients, he will have to organize the work of nurses and paramedical personnel, to be a teacher for them. To do this, the doctor himself must master the manipulations referred to as nursing. At the Department of General Surgery students should not only get acquainted with the work of nurses, but also master the nursing manipulations.